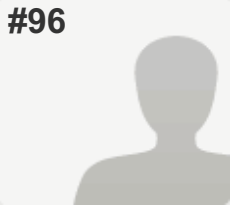


#96

**COMPLETE****Collector:** Web Link 1 (Web Link)**Started:** Friday, April 01, 2016 11:41:23 AM**Last Modified:** Thursday, June 30, 2016 7:36:16 PM**Time Spent:** Over a month**IP Address:** 207.28.228.50

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Q1: Name of School District:	Williamsburg Community School
Q2: Name of Superintendent	Carol Montz
Q3: Person Completing this Report	Carol Montz

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Q4: 1a.Local TLC Goal

Williamsburg CSD will hire, develop and retain highly qualified teachers.

Q5: 1b. To what extent has this goal been met?

(no label)

Mostly Met

Q6: 1c. Description of Results Including Short and Long-Term Measures (limited to 3000 characters)

-100% of district teachers meet "highly qualified" guidelines.
-Teacher retention and attrition data:
2012-13- 6 new hires (6%)-2 retirements, one new position, one moved to another district
2103-14-6 new hires(5.3%)-4 moved to other districts, 1 left profession
2014-15-11 new hires (11.8%): 6 retirements, 1 new position, 4 moved to other districts, 1 left profession
2015-16-14 new hires (15%)-2 TLC teacher replacements, 6 retirements, 1 new position, 4 moved to another district, 1 left the profession.
2016-17-5.5 FTE new hires (5.7%)-five retirements, one left for other districts and one has requested release from his contract to accept a position in another district.(did not fill 1.5 FTE because of budget reductions)
-100% of staff leaving the district completed an Exit Interviews
-100% of beginning teacher portfolios are aligned to Iowa Teaching Standards
-100% of beginning teachers completed self-assessment rubric on Danielson's Framework for Teaching
-Beginning teacher survey-assessment of learning and participation in CLT and district professional learning initiatives
-100% of beginning teachers meet Iowa Teaching Standards
-100% of teacher leaders completed job satisfaction survey-a google survey was developed using a Likert Rating Scale and personal response to measure -clearly defined teacher leader roles, responsibilities, compensation, expectations, and professional learning opportunities.
100% of teacher leaders completed professional learning survey- a google survey with a Likert Rating scale and personal response was used to assess quality of professional learning on formative assessments, CLT process, use of student data to guide instruction
Instructional coaches completed anecdotal records-other teacher leaders were not required to submit anecdotal records.
Summary of surveys:
Over 90% of the teacher leaders felt the roles, responsibilities and compensation were clearly defined in the application. However, over 90% reported they still weren't sure of their duties until the year started and they participated in professional learning. One teacher leader (4%)felt the selection process was not fair to them.
The survey assessing teacher leader professional development asked questions regarding CLT framework (collaborative teams), formative assessments, inter-rater reliability of assessment data, MTSS strategies, and identifying essential skills in unpacking the literacy and mathematics standards. Over 90% reported increased skills and knowledge in these skills. Fewer numbers felt (70-75%) felt competent in leading professional development related to those skills.100% of instructional coaches reported increased knowledge and skills and felt competent working with teachers in district initiatives. Survey data indicated teacher leaders felt MTSS, collaborative learning teams, and common formative assessments as district initiatives that had the most impact on student learning.
Survey results from exit interview: 100% reported being satisfied with their jobs, 100% reported satisfied or very satisfied with district communication; 5 out of 6 reported satisfied or very satisfied with the TLC work, professional development, ability to attend conferences, and building goal setting. 80% identified MTSS as having the most impact on student learning.

Q7: 2a.Local TLC Goal

Strengthen instructional skills through a culture of shared leadership and responsibility, coaching, and collaboratin

Q8: 2b. To what extent has this goalbeen met?

(no label)

Somewhat Met

Q9: 2c. Description of Results Including Short and Long-Term Measures (limited to 3000 characters)

All teachers are members of one or more Collaborative Learning Teams. CLTs are organized by grade level, content, technology, and/or student reading level.

Building and District level CLTs administered (May, 2016) a Likert Rating Scale Survey administered to all teachers to assess implementation of skills identified as components of an effective CLT. Results of the Likert Rating Scale : 90% have established CLT time, 55% members attend, 46% agenda prepared ahead of time; 43% agenda in shared folder; 77% norms protocols identified; less than 50% on norms read at meetings, fewer than 50% of the CLTs reported consistently use the following steps: identify and analyze student data, develop smart goals related to student data, data collected for smart goals. 55% of CLTs at the high school consistently created smart goals, lesson design, and instruction based on student data. Grade level CLTs at the elementary created and posted grade level Smart Goals in literacy and math based on analysis of student data. Rubrics were not used to assess CLT agendas and minutes.

Collaborative Teams identified essential skills aligned to Iowa core: 100% elementary literacy, In progress- elementary math, 100% 7-12th literacy, % 100% -7-12 math

All CLTs at the high school developed and collected common formative and summative assessments for three instructional units. CLTs at the elementary created common formative assessment for one unit in literacy. Formative assessments are used consistently in the science content area. Formative assessments are not used consistently (beyond the requirement) in literacy, math, social studies, fine arts. Formative assessments aligned to essential skills are not created consistently at any grade level at the elementary. (New reading series in 15-16-so teachers are using the literacy series assessments.)

-Teacher implementation logs of formative and summative analysis were not required- some data was recorded in CLT minutes.

-Family Contact logs were not required.

100% of teacher leaders completed self-reflection of personal growth in professional development (submitted as requirement for reapplication for Year 2):

- 1) Self-reflection on professional learning of CLT process, Iowa Core, assessments evidence based instruction, MTSS
- 2) Self-assessment rubric aligned to Teacher Leader Standards
- 3) Self-assessment rubric designed from Danielson's Framework for Teaching

Formative and summative student achievement data was analyzed in district-wide professional development but not consistently used in CLTs to identify instructional strategies appropriate for interventions.

-Instructional coaches documented participation in AEA or state conferences

100% of teachers' Individual Career Development Plan aligned to district initiatives and Teacher

District following resources were aligned to district professional learning initiatives: Professional Development, Title IIA, TLC funds, Title I-SINA, Title I-Migrant Ed; TLC resources

Summary: For 2016-17, the District TLC Leadership Team identified two SMART goals for professional learning: 1) effective implementation on the CLT protocol/process, and 2) increased use of student data analysis to guide instruction. The district need to continue the work in identifying essential skills in K-6 math and other curricular areas-social studies, fine arts, etc.

CLTs created at least one common formative assessment and analyzed student data. Some teams are farther ahead in creating and using formative assessments aligned to Iowa Core. The administration didn't ask or require CLTs to maintain a family contact log or formative or summative data analysis log because we didn't feel it was an appropriate goal at this time.

Over 85% of the teachers identified CLTs, common formative assessments, and MTSS as district initiatives that had the most impact on student learning.

Data from the National Teacher Leaders Standards proficiency scales and the Danielson rubric will be analyzed the summer of 2016 for use in identifying professional development needs for teacher leaders.

Q10: 3a. Local TLC Goal

Develop, support and hire differentiated, multiple teacher leadership professionals.

Q11: 3b. To what extent has this goal been met?

(no label)

Mostly Met

Q12: 3c. Description of Results Including Short and Long-Term Measures (limited to 3000 characters)

23.7% (23 of 97) of the district's teachers served as teacher leaders.

100% of Year 1 teacher leaders reapplied for Year 2

100% of teacher leaders completed a teacher leader job satisfaction survey

100% of teacher leaders completed a professional learning survey

100% of the teacher leaders completed the following (required as a part of the reapplication process)

Self-reflection of personal growth in professional development for teacher

leaders in district initiatives: CLT's, Iowa Core, MTSS, Danielson's

Framework for Teaching, assessments, and evidence based instruction

Self-reflection rubric aligned to Teacher Leader Standards

Self-reflection rubric aligned to Danielson's Framework for Teaching

100% of teacher leaders participated in professional development on formative assessments and collecting and analyzing data to guide instruction.

100% of Teacher Leader's Individual Career Development Plans were aligned to district initiatives and Teacher Leader Standards

Summary: Analysis of the Likert Rating Scale Survey for teacher leaders administered in May, 2016:

1) Over 95% of the district's teacher leaders reported being satisfied or very satisfied with roles and responsibilities; 2)

Over 95% reported selection criteria was clearly differentiated; 3) 100% reported satisfied with compensation for responsibility levels, 4) 58.5% reported being satisfied or very satisfied with district initiatives-more concerns with common formative assessment; 5) 75% reported being satisfied or very satisfied with shared responsibility for guaranteed access to ICC for all students.

Q13: 4a. Local TLC Goal

Increase student learning of district identified essential skills aligned with the Iowa core

Q14: 4b. To what extent has this goal been met?

(no label)

Somewhat Met

Q15: 4c. Description of Results Including Short and Long-Term Measures (limited to 3000 characters)

-Building administrators collected walk-through data to assess evidence of identified essential skills, assessment, and curriculum aligned to Iowa Core. Over 70% of teachers posted "I Can" statements,
-Professional development focused on developing reliable formative assessments aligned to Iowa Core-high school staff developed formative assessments for one unit; elementary grade teams identified one formative assessment for literacy- (In progress-Focus of PD for 2016-17.

-Percentage of students in special education-9.5% in K-12
-Percentage of students served by at-risk program-19.8% in K-12
-Percentage of students served in TAG-6.7% in K-12

PSEO Completion-580 total PSEO credits-99% pass rate
Kirkwood dual enrollment course completion-971 credits earned-99% pass

Attendance:

K-6 attendance at 96.6% ADA;
7-12 attendance was 96.6% ADA

PBIS referrals K-6-Total referrals 122-

0-1 referrals 97.91%

2-5 referrals-1.79%

6+ referrals-0.3%

-Discipline as reported to D.E.

K-6th grade -4 in-school suspension, 2.5 out-of-school suspension

7-12th grade-17 (3.3%); out of school suspension-(1.5%); and Expulsions

3 (0.5%)

PROGRESS TOWARDS DISTRICT ACHIEVEMENT GOALS-

-Third grade proficiency -77% reading, 74% mathematics

Iowa Assessments:

Proficiency:

3rd Grade-Reading 77% Math-74%

4th Grade 83% 73%

5th Grade 79% 67%

6th Grade 77% 73%

7th Grade 79% 94%

8th Grade 65% 88%

11th Grade 90% 95%

Proficiency or Met Full Years Growth/FAY

3rd Grade Reading 77% Math 74%

4th Grade 93% 82%

5th Grade 85% 76%

6th Grade 87% 87%

7th Grade 87% 97%

8th Grade 75% 88%

11th Grade 96% 98%

ACT:

English-21.7; Math-22.1; Reading-22.6; Science-22.6; Composite-22.4

Scores were consistent from previous years in English, Reading, Science, and Composite. Scores were slightly higher in Mathematics (from 21.5 to 22.1)

MAPS were administered in the fall in grades 3-11-Data analysis was completed to determine alignment of curriculum with core.

Q16: 5a.Local TLC Goal	<i>Respondent skipped this question</i>
Q17: 5b. To what extent has this goalbeen met?	<i>Respondent skipped this question</i>
Q18: 5c. Description of Results Including Short and Long-Term Measures (limited to 3000 characters)	<i>Respondent skipped this question</i>
Q19: 6a.Local TLC Goal	<i>Respondent skipped this question</i>
Q20: 6b. To what extent has this goalbeen met?	<i>Respondent skipped this question</i>
Q21: 6c. Description of Results Including Short and Long-Term Measures (limited to 3000 characters)	<i>Respondent skipped this question</i>

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Q22: 7. Based on the results of you data analysis, what adjustments might you consider TLC implementation. (Please note this is not an official plan change). If you would like more information on how to submit an official plan change please use this link or contact Becky Slater.

The TLC Teacher Leaders met for a day in June at the end of the school year. Overall, they felt like the district mostly met the goals for 1) hiring, developing, and retaining highly qualified teachers, and Goal 2) Develop, support and hire differentiated, multiple teacher leadership professionals. The team analyzed survey data around- Goal 3 Strengthen skills through a culture of shared leadership and responsibility, coaching, and collaboration. Based on the data analysis they identified two smart goals to strengthen the protocol for collaborative teams which they believe would support the goals for improved instruction.

We found some criteria in some of the goals where we couldn't remember why we included that criteria. An example was maintaining a Family Contact Log. Why parent communication is important, it was one more thing we were asking them to do without an identified purpose.

The TLC Leadership team recognizes that we've made progress in our goals but there is still work to be done.

Q23: 8. Please share anecdotal evidence/stories that demonstrate how the implementation of TLC has impacted your district.

Survey data indicated that the opportunity for collaboration has been very valuable for identifying essential skills, beginning the MTSS process, learning the CLT process, recognizing that every CLT are in a different place. Our staff especially appreciated having a K-12 leadership team and felt that strengthen the consistently and implementation. Self-reflection of district initiative, alignment with Teacher Leader Standards, and Danielson's work revealed that over 95% of the teacher leaders felt: 1) they had increased their knowledge of content and process, 2) felt increasing more comfortable with shared leadership and having responsibility for leading professional development. It was exciting to see their analysis of staff implementation data to identify goals that are focused on strengthening teacher skills to improve student achievement.

Impact of TLC Plan - 2015-2016

Q24: Please check each of the following boxes, indicating your agreement to continue to meet these requirements:

Minimum Salary – The school district will have a minimum salary of \$33,500 for all full-time teachers.

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Selection Committee – The selection process for teacher leadership roles will include a selection committee that includes teachers and administrators who shall accept and review applications for assignment or reassignment to a teacher leadership role and shall make recommendations regarding the applications to the superintendent of the school district.

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Teacher Leader Percentage – The district will demonstrate a good-faith effort to attain participation by 25 percent of the teacher workforce in teacher leadership roles beyond the initial and career teacher levels.

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Teacher Compensation – A teacher employed in a school district shall not receive less compensation in that district than the teacher received in the school year preceding implementation of the district's TLC plan.

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Applicability – The framework or comparable system shall be applicable to teachers in every attendance center operated by the school district.